Wellesley College News

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VOL. XXII. WELLESLEY, JANUARY 29, 1914. NO. 15.

COLLEGE CALENDAR.

Sunday, February 1, Houghton Memorial Chapel, 11.00 A.M., preacher, Dr. Gordon of Boston. 7.00 P.M., Missionary Vespers.

Wednesday, February 4, College Hall Chapel, 7.30 P.M., Christian Association. Address by Dr. Willis Butler, "Sources of Strength."

St. Andrew's Church, 7.15 P.M., address by Elizabeth McConnaughey, 1904, "Getting the Most out of College."

Friday, February 6, College Hall Chapel, 6.30 P.M., Glee Club Concert.

Mary Hemenway Hall, 8.00 P.M., Senior Promenade.

Saturday, February 7, College Hall Chapel, 7.30 P.M., Glee Club Concert.

OFFICERS OF THE ADMINISTRATION.

A summary of the list of officers of the College in the calendar for 1913-14 just issued, yields a total of 187 names. Professors number 30, two of this number being absent on leave; associate professors, 30 with two absences; instructors, 67 with three absences for the present year. This calendar for 1913-14 is notable for the return to the list of several names well known to the annual calendar of some years ago. One of these names is that of Dr. Julia Josephine Irvine, professor of Greek, '90-'99, president of Wellesley College, '94-99. Those who were so fortunate as to be members of Mrs. Irvine's classes in Greek, will envy the students who now enjoy the fruits of her study of French renewed during her long residence abroad since she left Wellesley. Another gratifying return to the calendar lists is that of Associate Professor Maude Gilchrist, Wellesley '80-'83; B. S. '87 Iowa Normal School; Gottingen University, '96-'97; M.A. University of Michigan, '07; instructor in Botany in Wellesley College, '86-96, who now re-enters the department of Botany from Michigan Agricultural College, where she was dean and head of her own large department. In this return of two women who have reached eminence and success in administrative positions, the College is greatly honored, while the strength of the attraction of the teacher's profession for any one who has really entered it, receives distinguished testimony.

EXAMINATIONS.

March always finds in college certain students who are wondering why they did not reach passing or credit grade in this or that course. Long observation convinces me that in a vast number of cases the perplexity need not arise if it were possible to do away with the prevalent confusion between a correct and a satisfactory answer. Correctness is a suitable standard for a primary teacher to use, whereas the college instructor must often ask, not merely whether your answer is correct, but what command of the subject it showed. I once heard a student say, "A correct answer ought to be marked 100 per cent. You can't be more than perfect." But is correctness the only element of perfection? If you can play a nocturne without mistakes, does that mean that you are the rival of Paderewski? Indeed an answer may be the worse for being correct. A Russian youth might be forgiven for placing the dates of the Declaration of Independence and the close of the American Revolution each fifteen years too late; but if he says that the Declaration of Independence was signed in 1791, and thereupon gives the right date for the close of the Revolution, he has reduced his paper to nonsense; he might as well say that he went to the theatre to-morrow.

There is one special type of particularly disastrous correct answer that is the main occasion of this article. A concrete example will make the nature of it clear. The members of Philosophy 16 were once given an outline on the nature of the good, beginning as follows:

1. "Whatever satisfies a desire is in so far good.
2. "Every desire expresses some tendency of the self. The satisfaction of a desire is in so far a realization (i. e., a making real), of the self."

There had been much debate in class on the subjects treated in the outline and the first question on the examination was framed expressly to bring out individual opinions. It read, "What is your present view of the nature of the good?" Miss A. replies, "My idea of the good is that whatever satisfies a desire is in so far good. Every desire in this case expresses some tendency of the self. So the satisfaction of a desire is in so far a realization," and so on to the end of the outline. Miss B. writes, "I have gone through nearly all the stages which are possible to arrive at the good presented in this course. I started as a hedonist but soon became dissatisfied. I began to think there was no good and then to think that if there ever was an answer to the question that it could not possibly be satisfactory. But the conclusion to which we have been brought has satisfied all my expectations." Miss B. then proceeds to explain what difficulties are cleared away by each statement in the outline.

Now there are several students, each of whom, if she reads this and if her memory is good, suspects that she is Miss A; but only one student has any right to imagine that she is Miss B. And the unhappiest feature of the situation is that after examination Miss A. doubtless said to her roommate, "I know I got one hundred per cent. on that first question; I used her identical words;" while for the very same reason the hapless instructor was wondering whether anything above 0 per cent. was not too high a grade for it. Does that startle you? Just consider. In Miss A's paper there is not an iota of evidence that she had ever caught so much as a passing glimpse of "the nature of the good." There is nothing to show that she knew even what the instructor intended to teach. To be sure, she knew approximately what the instructor said, but whether she had learned it off as if it were so much Choctaw, who knows? Miss B., on the other hand, shows in every sentence that she really means something, and knows what she means.

It is not the fate of everyone to be original, but some degree of individuality is within reach of any student who has intellect enough for a degree. Of course, sometimes there must be close reproduction; dates and formulæ leave no room for the display of individual insight, and if you try to alter a definition, the chances are ten to one that you ruin it. But in a large part of the college work there is a place for your own thinking, and where individuality is legitimate, it is imperative.

There were a dozen other good ways of answering the Philosophy 16 question. A student might disagree with the instructor and give intelligent reasons for dissent,—there are often admirable papers of that sort. Or she might select a few salient points to expound, or express the same thoughts in different words, or explain what seems convincing and what still seems puzzling,—anything, in short, to show some sort of reaction of her own mind. And she might, alas! write better English than Miss B. There are also many bad ways of answering a question, but I suppose every instructor will agree that among them all there is hardly a worse, where the subject leaves room for independence, than parrot-like rehearsals of text-book outline or lecture-note.

MARY S. CASE.

DR. STANTON COIT'S LECTURE.

On Monday, January 26, Dr. Stanton Coit, the second lecturer for the All Star Lecture Course, spoke in College Hall Chapel on the "New Awakening of Democracy in England." Dr. Coit was born in the United States, studied in Germany, and is now a British subject. He is the leader of ethical culture in England and has been engaged in social work there since 1888, when there was a reaction against democracy. As Bernstein said, "The backbone of the proletariat had been broken," by the armed opposition to the Chartist movement of 1848, and it was not until the beginning of a new century had moved the whole people to enthusiasm that England re-awoke from social lethargy. To this sudden eagerness for democracy which manifested itself in China and Japan, in Turkey and Russia, and in the equal suffrage movement, sociologists have assigned only one cause. For a half century specialists in England had been agitating for reform along single lines, but, by the beginning of the nineteenth century, increasing poverty had made men realize that no one remedy was adequate, that only a synthesis of all the things at which specialists had been working could bring about reform of society. There are no longer faddists in England.

Here, Dr. Coit struck the keynote of his lecture, "Social solidarity," the characteristic that distinguishes democracy in England from democracy in America. England has class distinctions that we pride ourselves on having abolished, but she has no individualism. A man is a member of a class and is too proud to rise out of that class on the shoulders of some of his fellow-members; a class is an integral part of the whole people and is generally recognized as such. This non-individualistic sense of solidarity is at the basis of English socialism; there is no cry of "Every man for himself and the devil take the hindmost," but a very gradual socialization of the sources of wealth and increasing division of income. The liberal legislation of Lloyd-George—the Old Age Pension, the Insurance Bill, Income (and Super) Taxes, Death Dues,—is a step towards this new democracy.

In England, men feel that the impulse for reform should come from the leisure classes, from the men who have time to plan and act, and there they are getting away from the individualism which we, especially our educated classes, still have. The unrest in England is not class war, such as threatens the United States to-day; sabotage and the sympathetic strike, which Dr. Coit thinks are a menace to nationality and the higher patriotism were introduced from France and America. In England the demands of the working classes and the efforts of women are not signs of class enmity, but action in the belief that if you want a thing badly enough and show concerted signs of strenuous desire, you will get it. It rests upon everyone, particularly on the leisure class, which is, in America, the class of educated women, to understand the needs of all people, to want "social solidarity" and nationality so earnestly that they will work to bridge over the social gaps. Here in the United States, where our nation is made up of a steady influx of peoples from fifty-one sources we are in danger of losing all social

(Continued on page 4.)

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EDITORIALS.

ACADEMIC ABSURDITY.

There appears in another column of the NEWS a well-deserved and rather spicy bit of advice on "How to take Examinations." Some of us have made its acquaintance before and have remarked with a pleasant sense of amusement, "That certainly is true! Aren't we absurd in the way we take examinations?"

We certainly are absurd in the way we take examinations. Also in the way we take the "Academic." Did it ever occur to us that we have no right to be amused at our absurdity,—that this very absurdity is a sufficiently serious charge without the additional offense of a tolerant and humorous estimate of it?

Perhaps it is not clear what we mean by absurdity. It is this: the placid acceptance of a college course which in many cases degenerates further into a chip-on-the-shoulder air toward academic responsibilities, a surreptitious quest after "snap courses" and an aggrieved attitude toward examinations. It may be that we are generalizing rather freely, and "criticizing" too indiscriminately. There certainly is a great deal of genuine enjoyment of the work we do and a pleasure in the insight into some of the real treasures of study. But honestly speaking, when we have taken stock of all of our real scholarly interest, there is a surprising amount of unwillingness in us, to boot. We have often wondered whether we are not afraid to appear too genuinely scholarly for fear of being dubbed "grinds." There is a sting of tolerant contempt in that word strangely at variance with our corporate aspiration to "high ideals." Scholarship is nothing else than a high ideal, and to give it anything less than our deepest appreciation convicts us of a dangerous insincerity in our profession of loyalty to high ideals in general.

This train of thought has been forced upon us by the message of the convention in Kansas City. That message was the summons to a purposed life, one which has at its base a working faith, one which has as its keynote a fearless practice of high ideals, one to which the greatest possible dishonor is mediocrity of any sort. If we are content to be mediocre, let us, in the name of honesty, cease to prate about ideals. If we have ideals, let us, in the name of self-respect, cease to be afraid to fulfill them in a frank and earnest love of scholarship.

CONVERSATIONS.

Every small boy is ashamed of being good. He would rather take a licking any day than suffer the disgrace of having the other fellows call him a "goody-goody" or a tell-tale. He tries by every possible means to hide his virtuous bringing up, or "let on" that there is any virtue in him.

Perhaps it is too much to say that every college girl is ashamed of showing she's been to college, or when she's in college of showing that she has any really large interests. But from the conversation that is prevalent in many dormitories and at more dinner-tables, it is a little hard to realize that this is the expression of thought of girls with well-trained minds, who are surrounded with interesting opportunities.

The careful effort that we make in vacation time to hide from our friends the fact that we are learning anything in college,—indeed, the apologies we make if we venture a remark that has an academic flavor,—is amusing if we stop to think of it. We come to college with the expressed determination of gaining a cultural education, and then carefully conceal all traces of the culture when it is gained. It is really difficult sometimes to realize that the culture is present at all.

Another reason that we give for coming to college and particularly to a large college, is that we gain from it a large and broad view-point. Where there is opportunity for intercourse with so many girls we will surely never be narrow. The opportunity is here, the girls are here, but the intercourse is in very few cases broadening. It is a fact that is all too evident. The enthusiasm with which skating, the weather, the possibilities of an extra day's vacation are discussed, leaves no energy for any talk about broadening subjects. The Freshmen have come to judge us. They say that though they would really rather discuss interesting phases of college life with upper class girls who have had much more experience in it than they, all the upper class girls ever talk to them about is going to bed early and not worrying about exams. They feel that perhaps the upper class girls do not feel them to be intellectual equals, but the question is whether the Freshman—Upper Classman conversation is so very different from the Upper Classmen's conversation among themselves.

It is true that small groups of girls get together and have serious conversations—desperately serious conversations—together. They discuss questions of religion and philosophy and settle them for all time. They question the righteousness of their own souls until the conversation becomes morbidly introspective. Such talking undoubtedly has its advantages and it has very great interest for the people who are engaged in it. But it is likely to be done only in very small circles and by girls who are so intimate that they are almost sure to be deeply influenced by each other's prejudices. More serious, more sober general conversation is what we need,—not on all occasions, of course, but to occasionally strengthen our respect for other college women and for ourselves.

OVERHEARD IN THE NEWS OFFICE LAST MONDAY MORNING.

Editor-in-Chief (slamming the door): Where are those girls? They can't have exams to-day. Who wants a NEWS in midyears anyway?

Enter Sophomore reporter.

Ed.-in-Ch.: What have you done?

Soph. Rep. (meekly): N-n-nothing!

Ed.-inC-h.: Well, sit down and write a Free Press.

(Enter other editors.)

Where is that music announcement? Somebody run down to Billings and find it.

(Exit Sophomore Editor.)

Who has editorials?

Literary Ed. (empty-handed): I-I-I-oh, I thought it was next week.

Ed.-in-Ch.: Go into the trunk room and write—let's see,—ten times eighty-two—oh write about eight hundred words.

(Exit Literary Editor.)

Asso. Ed.: I haven't done mine either—I simply couldn't. I—

Ed.-in-Ch. (figuring): Eight hundred from fifteen hundred—oh—about seven hundred. Something light, you know. Don't preach!

Asso. Ed.: But we must strike while the iron is hot! (Clutching her brow) I haven't a light idea!

(Exit.)

(Enter Sophomore Editor.)

Soph. Ed. (breathless): There wasn't anyone there—

Ed.-in-Ch.: Oh, keep quiet while I'm multiplying! Eight times sixty-three—is—is— Say, run down and get my mail—five hundred words—Where is the report of Student Government?

Junior Reporter (nervously): I-I don't know, I'm sure. I had C. A.

Ed.-in-Ch.: Well, sit down, the rest of you, and write something good for the P. of F. We must cheer people up.

(Enter Sophomore Editor with a pile of mail.)

Soph. Ed.: Here's something from the Music Department. It must be the—

Ed.-in-Ch.: Count the words, quick! Oh, I must write to the Sophomores about competing.

(Silence for five minutes—broken by violent pen-scratching.): "Accuracy, suitability and—and—PEP"—Press Board, will the newspapers object?

Member of Press Board: Well, now—you want to be careful—

Ed.-in-Ch.: Well, we must get some good editors on—(pointedly) I'd like to add "reliability." What do you think?

(Enter Associate Editor):

Asso. Ed. (wildly): I simply can't be funny—nor lengthy.

Author-of-this-Effusion: I don't know where to stop.

Ed.-in-Ch.: Count your words, of course, and see if you haven't enough.

Curtain.

TO 1916.

In spite of the strenuousness of the season we are about to remind the Sophomores that very soon we want some more of them on the NEWS Board. No later than March we elect a new board for the COLLEGE NEWS and MAGAZINE, and on this board we must have four clever, enterprising members from the Sophomore class. In order that these members may be wisely elected the present board will make nominations, and these nominations will be based on contributions submitted. We have announced already the kind of contributions we wish, and don't be afraid to try all kinds. One of the most fascinating things about news work is that you never can tell about yourself. Many a

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STUDENT GOVERNMENT MEETING.

The second Student Government meeting of the year was held in College Hall Chapel on Wednesday afternoon, January 21st, at 4.30, P.M., Margaret Elliott presiding.

Two petitions for a change in the existing Sunday rules regarding concert attendance in Boston were presented. The first was not accepted; the second was passed as read (with one addition) and will go before the Faculty. It reads as follows:

"We, the undersigned, do petition that to each Senior of Wellesley College the existing Sunday permission be extended to include concert attendance on Sunday in Boston, in that each Senior may be

I. PERMITTED.

A. To attend Sunday morning church service or concert in Boston, twice during the college year.
B. To make use of Sunday permissions at her own discretion, and

II. REQUIRED.

A. To register for return not later than the last train leaving Boston before 6.30 P.M., on Sunday.
B. To take no meals in Boston or anywhere outside of Wellesley on Sunday when this travelling permission is used."

It was moved and carried that a clause be added sanctioning the transfer of one or both privileges from one Senior to another.

Dorothy Hill reported on the Swarthmore Student Government Conference. Some of the interesting facts she gave concerning other colleges, will be found elsewhere in this issue. Miss Elliott and she both commented on the general impression which the conference left, that Wellesley still leads in the simplicity and efficiency of its form of government.

Blanche Davis presented a suggestion from the Tree Day Committee, that the orations be given in the morning of Tree Day, rather than between the pageant and dancing. It was moved and carried that the order of events on Tree Day be so rearranged.

Rachel Davis gave a report of the work of the Advisory Committee. The committee has arranged a complete file which records the points carried by every student. The committee has also represented the Association at the meetings of the Wellesley Village Improvement Society. Miss Davis suggested that five members of the committee be duly authorized, each year, to become regular members of the Improvement Society. Her suggestion was made a motion and carried.

The appointment of Anne Taylor as a Senior member of the Joint Council, in place of Olive Croucher, was made permanent by vote of the Association.

Various appeals were made from the floor; notably those of Gretchen Wiss for help in the fortnightly entertainments at Dennison House; of Marguerite Stitt for support in the try-outs for the intercollegiate debate; and of Sylvia Goulston for contributions toward a fund to help educate the Russian Jewish girl mentioned by Mary Antin.

CHRISTIAN ASSOCIATION MEETING.

The Right Reverend Charles D. Williams, Bishop of Michigan, spoke at the Christian Association meeting on Wednesday evening, January 21st. He said, in brief:

Jesus' temptation in the wilderness came between his experience at Jordan, and the beginning of his ministry. Back of him was the Vision; before him the Task. We all stand, most of the time, between a vision and a task. It is a law of psychology that the mind is never empty. A stream of impressions and suggestions which we cannot control, passes through it constantly. Those impressions and suggestions evaporate, unless we immediately make them a part of ourselves. Our temptation lies in the matter of our choice. It is no credit to us to have fine thoughts, sentiments and aspirations come to us; nor to hold in our hands, as it were, uplifting theories. Only by using them in our tasks can we make them part of our mental muscle and sinew—part of our character. Feeling good is not being good. On the other hand, we are not responsible if wrong suggestions come to us. They cannot become a part of us unless we willingly give them hospitality.

We should do something with every good suggestion and uplift, rather than let it evaporate in sentiment. We stand between Jordan and the Wilderness; between the Vision and the Task. According as we put the Vision to the Task, will our work grow and become fruitful.

MIDYEAR MUSIC.

Immediately after Chapel during Midyears Professor Macdougall will play the following selections:

Tuesday, January 27.
Melody in F.....Moszkowsky
Festive March.....Henry Smart
January 28.
Morning (Peer Gynt).....Grieg
Aragonaise (Le Cid).....Massenet
January 29.
Serenade.....Widor
Marche cortege, (Queen of Sheba).....Gounod
January 30.
Gigue.....J. S. Bach
Gavotte.....Ch. Neustadt
January 31.
Bourree in D.....J. S. Bach
Brautzug.....Carl Bohm
February 3.
"Still as the Night".....Carl Bohm
Chant des Soldats.....Silas
February 4.
To a Wild Rose.....MacDowell
Grand March (Aida).....Verdi
February 5.
Torchlight Dance (Feramors).....Rubinstein
March (Leonore Symphony).....J. Raff
February 6.
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SOME INTERESTING FACTS ABOUT OTHER COLLEGES, LEARNED AT THE SWARTHMORE CONFERENCE.

Those who heard the Senior-Junior debate of last year, on the subject of the honor system, will be interested to know that this system is used at Elmira, Western Reserve, Wilson and Swarthmore. It is reported that the faculty at Swarthmore approves highly of the honor system. There are no proctors in examinations and no pledges are made out before examinations.

In view of our own non-compulsory chapel attendence it is interesting to note that the chapel services at Mt. Holyoke, Swarthmore, and Vassar are compulsory, while at Barnard, attendance is non-compulsory, and services are held twice a week at noon.

In the printed report of the proctor system as it is employed in different colleges, this enlightening statement is made about Wellesley: "There is very little trouble connected with proctoring. Although there is no proctor system, it is not really necessary, as every one assumes the responsibility of a proctor." It is too bad that most of us have not had the opportunity to see this aspect of our proctor system!

At Vassar the maids in all college houses are included in the fire drills. This seems like a sensible regulation.

Smith has not enough Student Government to be able to send delegates to the Swarthmore conference.

MUSICAL VESPERS.

SUNDAY EVENING, JANUARY 25, 1914.

Processional: "Ancient of Days".....Jeffrey
Service Anthem: "Come unto Me".....Coenen
Gloria Patri.
Organ: Andante con moto.....Schubert
(From "The Unfinished Symphony")
Choir: "When Twilight Deepens"...Edwin Broome
Organ: Vorspiel to Parsifal.....Wagner
The Wellesley College Choir.
Solo: Miss Diehl.
Professor Macdougall, Organist.

LOAN COLLECTION OF FRAMED PICTURES.

The Art Department calls attention to the fact that since many pictures from the Loan Collection are returned or exchanged at the end of the first semester, a number of interesting ones, including Japanese and other colored prints, are now available for the rest of the year. These may be seen at the Farnsworth Art Museum at any time between 8.30 A. M., and 5.00 P.M. All who are interested are invited to inspect them.

DIED.

In Wellesley on December 28, 1913, Leander C. Perkins, only son of Mr. and Mrs. Emerson O. Perkins. Mr. E. O. Perkins, the predecessor of Mr. Austin, was superintendent of the College buildings and grounds from '97 to '10. Mr. Perkins was devoted to the College, and his son Leander grew up in the knowledge of all the members of the College at that time. The "Townsman" for January 16th publishes an interesting poem by Mr. Perkins.

AMERICAN WOMAN'S TABLE AT NAPLES.

To Alumnæ and Other Mature Students interested in Scientific Research:—

The American Woman's Table at Naples furnishes an opportunity for research to those interested in biological, chemical, and physical sciences. Applications for the use of this table should be addressed to Mrs. Albert D. Mead, 283 Wayland Avenue, Providence, Rhode Island.

The Naples Table Association also offers a $1,000 prize which will be awarded in 1915. Papers for this prize must be submitted to Dr. Lillian Welsh, Goucher College, Baltimore, Md., before February 25, 1915. Any one interested in obtaining further information in regard to the terms under which the prize is awarded, may obtain circulars giving the conditions of award from Mrs. Mead, Secretary of the Naples Table Association, or from the undersigned.

ELLEN F. PENDLETON.

(Continued from page 1.)

DR. STANTON COIT'S LECTURE.

sense, all patriotism, and rushing headlong into a chaos of individualism. In the glimpse which Dr. Coit gave us of the mighty democratic ideal of England we may perhaps see an ideal for America; we may learn much from England's "social solidarity;" we may find an example in that leisured class in England that has prevented bloodshed by caring for the welfare of all the people of the nation. Finally, Dr. Coit has given us a watchword that "The dynamics of revolution are the heart and the human will."

FELLOWSHIPS OFFERED BY THE DEPARTMENT OF RESEARCH.

WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION TRAINING FOR WOMEN IN SOCIAL-ECONOMIC RESEARCH.

Three paid fellowships and four honorary fellowships in Economic Research are offered by the Women's Educational and Industrial Union to women who are desirous of preparing themselves for active service in social-economic work.

The subjects of investigations for the present concern the employment of women. The specific subject is determined upon in accordance with the needs indicated by the demands of the community, whether for purposes of education, of legislation, or of propagandism.

During the last four years industries in which women are employed for the manufacture or production of women's wear have been investigated, resulting in studies on dressmaking, millinery, machine operating on women's wear, women employed in the manufacture of boots and shoes, so-called home work, and office work. The fields for research for the year 1914-1915 will include subjects which have grown out of the work of previous years.

The requirements are: (1) That the candidate shall hold a degree from a college of good standing; shall have held a satisfactory record in a minimum number of courses in Economics, History, or Sociology; and shall present satisfactory references in regard to health, character, and special fitness for social-economic research.

(2) That the candidate shall be approved by the Research Department of the Women's Educational and Industrial Union and by the committee composed of representatives of the various colleges with which affiliation is made.

(3) That she shall devote all of her time for one year to the work of research, or one-half of her time for two years to research and one-half of her time to academic work in Radcliffe, Wellesley, Simmons, or Tufts College, or Massachusetts Institute of Technology.

(4) That the subject of study shall be satisfactory to the Research Department and to the Department of Economics of the college with which affiliation, if any, is made; that the Women's Educational and Industrial Union shall have the exclusive right to determine the place and form of public

(Continued on page 6)

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Bible History Prelude: Oriental Bagdad, Solo
History 15 Anthem: International Rag,
Mixed Voices
English Comp. Intermezzo: I Like Your Style,
Organ
Philosophy 16 Vorspiel: Here's to Love," Solo
Grand Finale: As We Dream. Chorus

HISTORY EXAM. AS MADE OUT BY THE ASTRONOMY DEPARTMENT.

(Answer any four, also the fifth.)

I. Estimate the angles calculated in the exploration of North America. Give all you know for and against.

II. Calculate the distance from American flora to fauna, including the Gulf of Mexico. If so, why so?

III. Given the ecliptic and the eliptic on October 20, 1492, estimate the amount of religious toleration in English Colonies from 1603-1685. Consult Almanac if necessary.

IV. Indicate the leading eonstellations in the Anglo-Russion convention. Give reasons.

V. Show by diagrams the dates, aims, provisions, present strength and effectiveness of Ursa Major in the Triple Alliance.

At Student Government Meeting She Spoke on the Barn.

HYGIENE AS THE PHILOSOPHY DEPARTMENT WOULD DO IT.

(Answer each of the following questions in three lines.)

I. Trace the eourse of a Ham Sandwich from Descartes through Kant, stating how it appears in each stage.

II. Outline the effects of sleeping in a elose room:
a. On your transcendental self.
b. On your empirical self.

III. Give three auguments to establish:
a. The empirical unreality of a paper-bag lunch.
b. The effect upon the respiratory system of a walk from the village to College Hall with especial reference to time and space.

IV. Under what categories would you place:
1. The relation of Posture to Efficiency.
2. The possibility, actuality and necessity of exercise in the form of an ice carnival.

(ZOO EXAM. MADE OUT BY A STUDENT.)

I. What is the most effeetive way of neutralizing the odor of formalin? Discuss relative merits of earbona and Florida water.

II. If on Lab. days luncheon consists of fish hash, is it preferable to eat or to go without? State views on both sides.

III. If, when walking with a man, an insect alights on one's shoulder, is it more effective to pick it off and classify it or to seream? (We realize that it depends a great deal on the man.)

IV. How can one perform a dissection neatly and cleverly with a penknife? With a hat pin?

V. What, if any, are the advantages of knowing the nervous system of the worm? (Suggestion—Consider from the standpoint of (1) the fisherman; (2) the worm that turned.

VI. Do you think the Zoology eourse will help you meet more expediently your tasks in after life as (1) a suffragette; (2) a womanly woman? (Optional.)

BIBLE EXAMINATION.

(As made out by the Zoology Department).

1. Imagine yourself one of the frogs in Egypt. Tell what you would eat, how you would develop and what your system of digestion would be.

II. Name and elassify the animals mentioned in the Book of Job. What do they show in support of natural selection?

III. Did Adam believe in evolution? Why? Why not?

IV. Dissect the story of the whale. Draw your eonelusions.

V. Tell all you know about the origin of the earth. If not, why not?

CHEMISTRY EXAMINATION.

(As made out by the Psyehology Department).

I. Describe in detail the emotional experience of viscous liquids.

II. Analyze your eonsciousness upon the following occasions:
(a). Formation of hydrogen sulphide.
(b). Combustion of impure hydrogen.
(e). Conelusion of caleulation.

III. Explain by introspection the results of mental evaporation.

IV. Diagram the train of associations experienced in recalling equations.

V. Classify the following as experiences:
Specific gravity, concentration, pressure, density, solution, freezing point and wet displacement, precipitate.

EDUCATION EXAMINATION.

(As made out by the English Composition Department.)

"Nest bird tree boy.
I see a nest.
I see a nest in the tree.

Mrs. Charles Campbell Forbes,

37 East 31st St., New York City,

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A Folding Pocket Kodak No. 3A

was left on East Porch of College Hall on Friday afternoon, January 23rd. Will the finder please return it to

Lia Villari, 463 College Hall.

I see a bird in the nest in the tree.
A boy sees the bird in the nest in the tree.
I am a boy.
I see a bird in the nest in the tree.
I am the boy who sees the bird in the nest in the tree."

Criticise the above selection as to

1. Unity and Coherence.
2. Development of Thought.
3. Soundness of Reasoning.
4. Angle of Narration.
5. Characterization.
6. Appeal to the reader.

THE DANGERS OF A MASCULINE NICK-NAME
OR
BEWARE OF A JANITOR NAMED JOHN.

Girl (speaking to friend down the hall)—Oh, Johnny, darling!

Voice (masculine, also down the hall)—Yes, Miss.

(Concluded from page 4.)

use or publication of the results, and that all material collected shall become the property of this institution.

Affiliation with the colleges: The research work conducted in the department is accepted for nine hours of work counting toward a Master's degree at Wellesley College; for the work of the major subject counting toward the Master's degree at Simmons College, and for the thesis or research work in certain seminar courses at Radcliffe College, Tufts College, and Massachusetts Institute of Technology.

Fellowships: The stipend for the fellowships is $500 if the student devote all of her time for one year to research, and $300 per year for the fellowship if the student devote one-half her time for two years to research. Scholarships covering the cost of tuition are awarded in Wellesley, Simmons, and Tufts Colleges, free tuition is allowed in Massachusetts Institute of Technology, and special consideration is given at Radcliffe College to students who hold a fellowship. The Research Department furnishes a necessary amount of clerical assistance, equipment, and traveling expenses, and will endeavor to have published any studies which it deems sufficiently valuable.

A fellowship is also offered in connection with the Appointment Bureau. Candidates should have an especial interest in the work of appointment bureaus, with their double aim of vocational advising and actual placing. The Research Department conducts the research study undertaken by the fellow, and the Appointment Bureau gives an opportunity for practical work. On account of the longer period given to the fellowship (eleven months) and of the practical assistance given to the office, the stipend attached to this fellowship is somewhat larger.

Honorary Fellowships: An honorary fellowship affords all of the training of the Research Department, without expense, and the necessary amount of clerical assistance, equipment, and traveling expenses. The Research Department will endeavor to have published any studies which it deems sufficiently valuable.

NOTE: Any candidate who has been awarded a fellowship under which work might be done in Boston or vicinity, and who is desirous of pursuing work in social-economic research, will be eligible to an honorary fellowship in this department.

Applicants for the fellowships should write, enclosing return postage, to the Department of Research of the Women's Educational and Industrial Union, 264 Boylston Street, Boston, Massachusetts, for application blanks and further information. Applications should be filed before March 1, and any applicant to whom the fellowship has been awarded must signify her intention of accepting the fellowship immediately upon award, after which she should feel herself obliged to pursue the work throughout the year, unless prevented by illness or other serious cause.

This training prepares for good positions.

OPERA NOTES.

Friday, January 30, will see the third repetition of "Louise." Mr. Andre-Caplet will conduct.

At the Saturday matinee, "The Barber of Seville" will be given its first subscription performance of the season, with a notable cast. Mr. Moranzoni will conduct the Rossini opera.

The Saturday evening offering will be "La Boheme." Mr. Schiavoni will direct.

The eleventh week of the season will be opened on Monday, February 2, with "Cavalleria Rusticana," and "I Pagliacci," with casts of remarkable strength. Mr. Moranzoni will conduct.

On Wednesday night, Rossini's "Barber of Seville" will be repeated with Alice Nielsen in the role of Rosina. Mr. Moranzoni will conduct.

The outstanding feature of the week, aside from the repetition of "Die Meistersinger" will be the first performance here this season of "La Gioconda," on Friday evening, which will be restored to the repertoire after three years. Mr. Moranzoni will direct.

At the Saturday matinee, "Die Meistersinger" will be given its third hearing, under the leadership of Andre-Caplet. The cast will be largely as before. The matinee will begin at one o'clock.

On Saturday evening, "Lucia di Lammermoor" will be offered. The Donizetti opera remains one of the most popular, as it is perhaps the most melodious in the entire Italian repertoire. Arnaldo Schiavoni will direct.

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ALUMNÆ NOTES.

NEWS NOTES.

'96—Jennie R. Beale has been elected president of the Philadelphia College Club for 1913-1915. Miss Beale and her committee are planning a vigorous campaign for new members.

'96—Nan Cobb sailed on August 16 for Japan. She accompanied her brother who is a missionary there, and expects to be absent for three years.

'96—Maude E. Capron is teaching science this year in the high school at Newton, Massachusetts. Another Wellesley graduate also teaching there is Georgette Grenier, 1910, instructor in French.

1900—Mathilde von Beyersdorff has just returned to this country after an absence of eight years. She holds a position in the Rogers Hall School for Girls at Lowell, Massachusetts. She is in charge of the German Department and is to have also a class in French, one in Italian and one in the history of Italian painting.

1901—Catharine Dingley has just returned from a year's absence in Europe.

1904—Mrs. Clarissa Hastings Chapman has built a summer home at Falmouth, Massachusetts, and occupied it for the first time last summer.

1905—Estelle Glancy took her Doctor's degree in astronomy at the University of California in June. She immediately accepted an appointment on the staff of the Observatory of Cordoba in the Argentine Republic.

1906—Rhoda Todd is teaching in a private school in New York City. Josie Belle Herbert of 1908 also teaches in the same school.

'81—Grace Perry gave the annual Durant Memorial address this year. This address was afterwards published in the November Magazine number of the WELLESLEY COLLEGE NEWS.

'84—Clara Brewster Potevin opened this fall a new school for girls and young boys, known as the Summit School at Summit, New Jersey. She takes a limited number of boarding pupils. The school is divided into the Kindergarten, Primary, Intermediate and Academie Departments.

'84—Helen Barrett Montgomery took part as one of the leaders in the Young Women's Christian Association conference held at Northfield, Massachusetts, last summer.

'89—Anita Whitney is at the head of the Civic League of California, a non-partisan educational organization of the women voters of California.

'90—Mrs. Grace Cilley Tebbetts of Alameda, California, has returned to her home after a summer spent in New England.

'92—M. Alice Emerson is teaching English in Miss McClintock's School in Boston.

'93—Anna Peckham, '93, has been for three years Associate Professor of Mathematics in Denison University, Granville, Ohio, and acting head of the department for the past year.

'93—Laura C. Green holds a position in New Rochelle, New York.

'94—Roxana Vivian has given up her position at the College, which she has held for so many years and has become the financial secretary for the Women's Educational and Industrial Union of Boston, Massachusetts.

'95—Bertha March sailed on December third for Bermuda, where she expects to spend the winter. She is staying at the Harbour View, Paget-East, which is run by Mary Chase Lockwood, '95.

'95—Mr. Charence S. Dempsey, husband of Susan Goddard Dempsey, has resigned his position as superintendent of schools at Malden, Massachusetts, which he has held for two years, and accepted a similar position in Haverhill, Massachusetts. They left Malden in November.

'96—Among the lectures announced for the winter lecture appointments at the Public Library in Boston, are two to be given by Frank H. Chase, husband of Mary McLean Chase. Mr. Chase's subjects for both lectures are "The March of the Turks."

'96—Edith Marr Rhoades is president of the St. Joseph, Missouri, College Club, organized last spring.

'96—Elva Young Van Winkle is chairman of the Local Committee at Salt Lake City, Utah, of the National Education Association, department of school patrons.

'96—During her stay in England this last summer, Professor Whitney visited Mrs. Cordelia Nevers Marriott at her new and permanent home, Round Oak, Weybridge. Colonel Marriott is now relieved from the command of the Norfolk Regiment and is on staff duty for his remaining years of service.

'97—Clara Shaw, with a friend, spent her Christmas vacation in Bermuda. While there she dined with Mary Chase Lockwood and Bertha March at Harbour View.

'97—Florence Crofut spent part of her summer traveling in Canada, taking among others that beautiful trip of "down the Saguenay."

'97—The Bryn Mawr European Fellowship to the value of five hundred dollars for a member of the graduating class was awarded this year to Yvonne Stoddard of Boston, who was prepared in Mary E. Haskell's School in Boston. Miss Stoddard held the First Matriculation Scholarship for the New England States during her Freshman year.

'98—Ruth S. Goodwin takes the position in Miss Porter's School at Farmington, Connectieut, from which Jessie Clair Macdonald has just resigned.

'98—Helen L. Sumner, a special agent of the Children's Bureau, has been appointed chief statistician of that Bureau, and thus becomes one of the highest paid and highest-ranking women in the civil service. Miss Sumner, who is a native of Wisconsin, is well-known as an economist, a writer on labor, and an original investigator. It is the feeling of those in Washington who are acquainted with her work that her choice is an admirable one.

At the University of Wisconsin she was for two years an honorary fellow in political economy and a correspondence instructor. In 1908 she received the degree of Ph.D. With Professor John R. Commons of Wisconsin she has been a collaborator in research work for the American Bureau of Industrial Research. In 1907 and 1908 she made a speeial investigation of equal suffrage in Colorado for the New York Collegiate Equal Suffrage League. She is the author of "The White Slave," "Labor Problems" (written with Thomas A. Adams, formerly secretary of the Interstate Commerce Commission), "History of Women in Industry," and "Industrial Courts in Europe." She is associate editor of the "Documentary History of American Industrial Society."

'99—Ethel D. Hubbard has built a house on Waban Street, Wellesley, which was ready for occupancy in September.

1900—Alice I. Hazeltine took her Master's Degree in June, at Wellesley. Her thesis subject was "A Study of William Shenstone and of his Critics."

1908—Josie Belle Herbert spent the summer abroad with Rhoda Todd, 1906. They visited Italy, Switzerland, Germany, France, Belgium and Holland. They sailed the last of May.

1908—Ruth Raedar and her fiance, Mr. Charles C. Mook, are both studying at Columbia University for the degree of Doctor of Philosophy.

1908—Mary Daley took her Master's Degree in astronomy from Wellesley in 1911. Since then she has been teaching physics at Dana Hall, Wellesley.

1908—Marian Durell, after four years as her father's private secretary and assisting in mathematical text books, which he was getting out, is now in Belle Plain, New Jersey, where she is keeping house for her brother.

1908—Eleanor Piper, secretary of the College Equal Suffrage League, had charge of one of the tables at the Bay State Suffrage festival which was held at the Copley-Plaza Hotel in Boston in November. Miss Piper also assisted in the direction of one of the entertainments planned for the afternoon of one of the two days.

1908—Ruth Raeder is assistant to Dr. Ogilvie of the Geology Department of Columbia University.

1908—Isabel Rawn has been teaching in the southern mountains for three and a half of the five years since she left College. She is now connected with the well-known Berry School of Rome, Georgia.

1908—Hope Reynolds, with a friend in Providence, an interior decorator, conducts "The Studio Shop" where her own work in luster and illumination is carried on.

1908—Edith H. Merrill is a teacher of psychology and English at Northfield Seminary. Other Wellesley girls teaching at Northfield are Betty More, 1909 and Ruth E. Elliott, 1910.

1908—Annie Valentine spent last year in studying English at the University of Chicago.

1908—May Ella Taft, who took her library training at Simmons College Library School, holds a position as cataloguer in the University of Maine Library.

1908—Florenee L. Case has been teaching for the past two years at Port Washington, Long Island.

1908—Ruth H. Barry is teaching in the public schools of her home town of Melrose, Massachusetts.

1908—Edith W. Beeker spent the summer in the British Isles.

1908—Annie Benton tutors in mathematics and does a good bit of club and church work.

1908—Aliee Crary Brown is the very efficient treasurer of the Student-Alumnæ Building Committee.

1908—Ruth Pierson has been for the last three years assistant bacteriologist of the Rhode Island State Board of Health.

1908—Alice Poor, who took last year a leave of absence from her work as children's librarian in the New York Public Library, expected to take up her work again this winter.

1908—Dorothy Pope, who is one of the visitors for the "Boston Society for the Care of Girls," has in her charge about forty girls of ages ranging from four to twenty.

1908.—Among the few Wellesley women who have chosen a business career is Thetis Questrom. She is engaged in life insuranee.

1908—Hannah M. Jones did graduate work last year at George Washington University.

1908—Helen S. Judson is teacher in a small private day school in the Finger Lake region south of Auburn, New York.

1908—Agnes R. Tyler, who has been studying home economics for the past two years at a school which is to form a department of the University of Cincinnati as soon as the completion of their Women's Building gives them the room, is to teach this year in the Home Science Department of Berea.

1908—Mary B. Whiting is teaching at the Technical High School, Newton, Massachusetts.

1908—Elizabeth M. Niles is living in Salt Lake City, Utah.

1908—Emily C. Moore taught for three years and a half in Albert Lea College for Girls, Minnesota. She resigned her position last year in order to spend her winters in California with her father.

1908—Gertrude A. Menis is doing social work in Pittsburg, Pennsylvania, where she is interested in club work for girls, as executive secretary for that part of the state.

1908—Last winter Virginia McGarry took the ten-weeks' winter course in fruit growing at the Massachusetts Agricultural College in Amherst, in order that she might more intelligently care for her orchard of three hundred apple and pear trees.

1908—M. Emma McCarroll is working in the Harlem Branch of the Young Women's Christian Association, where she has charge of the Girls' Department. This department includes four clubs of girls from twelve to sixteen years old—about one hundred girls altogether. The work in these clubs includes everything from Bible classes, mission study and biographical talks to swimming classes and folk dancing.

1908—Edna M. Hubley is teaching commercial subjects in an academy in the New Hampshire mountains.

1908—Alice W. Farrar has a position in the High School at Brockton, Massachusetts.

1908—Helen Farwell teaches chemistry and elementary Latin in the Walnut Hill School at Natick, Massachusetts.

1908—Margaret Peterson has charge at her home in Honolulu, Hawaii, of a Girls' Club in which are Reform School girls who are out working on probation. There are Hawaiian, Portuguese and part Chinese girls in the club.

1908—During the 1908 reunion a suffragist of the class took an inventory of their political affiliations. As a result they found twenty-six for women's suffrage, twenty-nine against and nine indifferent.

1908—Permelia Curtis, who has been studying musical composition at Washburn College, Kansas, has written several songs.

1908—Annie E. Valentine is to teach this year in the township High School at Princeton, Illinois.

1908—Among those taking their Master's Degree from the College in June were Margaret Heatly and Evelyn M. Walmsley.

1908—Mrs. Elizabeth MacMillan Culver moved last year from Norwood, Massachusetts, to Wilmington, Delaware, where her husband is manager of the dyeing departments of the Joseph Bancroft Company.

1908—Mildred McIntosh, in addition to her office work as Deputy County Treasurer of Rawlins, Wyoming, is doing some newspaper work.

1908—Marguerite McIntosh has a position as soloist in the Universalist Church at Norwood, Massachusetts. Miss McIntosh is the coach for the Girls' Glee Club of the Arlington, Massachusetts, High School, and takes private pupils in singing with a studio at 201 Clarendon Street, Boston.

1908—A. Berdena McIntosh is instructor in Latin in Coudersport, Pennsylvania. Along with her regular work she has taken a correspondence course in nursing.

1908—Bessie R. Kingman is teaching in the High School at Brockton, Massachusetts.

1908—Estelle E. Littlefield, who taught mathematics for four years in the Shippen School in Lancaster, Pennsylvania, spent last year at home with her family at Brantford, Ontario, Canada.

1908—Marguerite McIntosh sang before the Daughters of Maine at one of their recent meetings in Somerville, Massachusetts.

1908—Ernestine Fuller, M.A., Wellesley, 1911, who for three years was assistant in astronomy and physics in Wellesley and for the past year has been instructor in astronomy in Wells College, Aurora, New York, holds this year a position as assistant in the Astronomical Observatory at Bryn Mawr College.

1910—Grace McDonald is studying law at the University of Washington in Seattle.

DEATH.

Died in South Hadley, suddenly, January 22, Miss Louise Rogers Jewett, Professor of Art in Mt. Holyoke College, and sister of Associate Professor Sophie Jewett of Wellesley College, whose death occurred in 1909.

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